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ABSTRACT

The handbook is designed to help educators who are considering the establishment of a career resource center. Based primarily on the writer's experience, the document is intended to provide practical assistance in the organization of a high school career resource center. The document is organized around the eight chapter headings of determination of role, physical facilities, staff, public relations, collection of information, delivery system, evaluation, and job placement. The appendixes make up half of the document and include material used in implementing career resource centers in New Jersey: career center floor plans, correspondence, forms, careers related to subject areas, an explanatory flyer for students, and evaluation instruments. (LJ)

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State of New Jersey
Department of Education
Division of Vocational Education

CAREER RESOURCE CENTER: A HANDBOOK FOR IMPLEMENTATION

(VT 102 000)

Prepared by
Robert E. Sullivan
Career Resource Center Coordinator
East Brunswick High School
East Brunswick, New Jersey

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Dr. Joseph F. Kelly

Project Director
New Jersey Curriculum Management Center

DIVISION OF VOCATIONAL EDUCATION

Stephen Poliacik, Assistant Commissioner of Education

William Wenzel, Deputy Assistant Commissioner of Education

Harold Seltzer, Associate Director of Vocational Education (Ancillary Services)

Joseph F. Kelly, Director, Bureau of Occupational Research Development

Benjamin Shapiro, Director, Vocational-Curriculum Laboratory

Frederick L. Cappello, Director, Vocational Curriculum and Media Development

Gordon F. Law, Jr. Denise C. Frobose
Career Education Curriculum Specialists

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Plainfield High School

Rahway High School

South Brunswick High School

INTRODUCTION

This handbook is designed to help educators considering the establishment of a Career Resource Center. It is based primarily upon the writer's experience in operating such a center in his local district. For this reason, some of the suggestions and materials may not be applicable to all readers. It is the writer's desire, however, that this publication may provide the reader with practical assistance in the organization of a high school career resource center.

CHAPTER I

DETERMINATION OF ROLE

Assessment of Needs

A school district usually considers implementing a Career Resource Center because of the existence of some need. The need, however, is sometimes perceived directly by those planning the program rather than by those to be served.

To create an effective program, certain basic questions must be answered:

- What are some of the needs youngsters in this school have with respect to their career development?
- What are some of the needs the teachers have in presenting the career implications of their subject area?

The planners can begin by thinking about methods that will help answer these questions. Some alternatives for accomplishing this task are:

1. Individual interviews with students and/or teachers (could be with each one or a representative group).
2. Written surveys completed by students and/or teachers (could include each one or a representative group).
3. Surveys completed by graduates (could be entire class or representative group).

The content of these instruments, as well as the sampling technique can be determined locally.

As a result of conducting some kind of assessment, a district may discover that:

1. A large percentage of the students desire opportunities to listen to guest speakers discuss their careers.
2. Many teachers would like access to career-oriented films to show in their classes.
3. Some teachers are interested in gaining first-hand information about careers related to their discipline.
4. A significant number of graduates feel the availability of up-to-date career information would have helped them in their post-high school endeavors.

Data of this type will guide those initiating the Career Resource Center. They will begin to realize which aspects of the Resource Center should be more prominent at the outset. It is at this point also that some general goals for the program can be set.

General Goals

The general goals are basic in nature and usually don't change from year to year. It is the means that are employed to reach the goals which will change. For example, one general goal might be to provide the students with relevant and up-to-date career information. This goal will not change as long as the Career Resource Center exists. However, the methods used to realize this goal are varied and subject to change. A typical list might include:

1. Career Information Library in the Resource Center
2. Guest speakers
3. Occupational briefs in the school newspaper

4. Work experience for teachers in subject-related occupations.

5. Career film-of-the-month program.

Each school will use activities that produce the best results for them. The value of activities can be determined by conducting periodic evaluation. For the purpose of evaluation it is helpful to have established some measurable objectives based on the program's general goals. A program should maintain the same general goals from year to year, while varying activities and objectives, depending on the results of the evaluation.

Scope

The word "Center" carries with it the implication that activities will take place within the four walls of a physical facility. However, in order to truly serve the student population, the program should be perceived differently. Webster's definition of the word "Center" is "that around which things form or toward which they move." This would serve as a very good frame of reference for the implementation of a Resource Center.

It would be unrealistic to think that the mere establishment of a physical setting along with some materials will be adequate. Inherent in this type of thinking is the assumption that the majority of students will gravitate to the Resource Center. This just doesn't happen, and for this reason the Center must reach out to [illegible].

Rather than just a room within the school, the Career Resource Center should be an agency that extends into the classroom. It is a resource for teachers as well as students.

Advisory Committee

Since a Career Resource Center tries to help students prepare for their eventual careers, some input from potential employers is necessary. The Advisory Committee is the recommended method of getting such information. Business, labor and industry representatives are the best source for answers to such questions as:

1. What can we do to make our graduates more employable?
2. What careers have a favorable outlook for the future?
3. How can we get business, labor and industry more involved in our program?

Membership to the Advisory Committee should not be limited to business, labor and industry. There should be representation from any group the program has contact with -- school administrators, teachers, students, and parents. A well-balanced committee can provide sound advice in three basic areas:

1. The planning of a new program.
2. Improvements as a program progresses.
3. Expansion of the program.

In order for the Advisory Committee to be effective certain actions must be taken:

1. The Career Resource center staff should assume the leadership role.
2. Publicize the formation of the Committee.
3. Thoroughly plan for the meetings.
4. Prepare and follow an agenda.
5. Begin and end meetings on time.
6. Mail the agenda to members before the meeting.
7. Have minutes of the meetings taken and mailed to all members.

8. Keep school officials informed of the Committee's progress.

A good source for more detailed information is a booklet entitled ADVISORY COMMITTEE FOR CAREER EDUCATION, published by the Cashmere Public Schools, Cashmere, Washington. Requests can be directed to Mr. Robert Griffith, Director of Vocational Education at the Cashmere Public Schools.

Visitations

Don't try to reinvent the wheel when starting a program. There is a very good chance that another school district has already attempted either the same program or something very similar. Some time should be taken to visit other schools to learn about their failures and successes. The Division of Vocational Education of the State Department of Education is aware of programs that are going on within the state.

For curriculum materials and program descriptions, the New Jersey Curriculum Management Center (located on the Kilmer Campus of Rutgers University) should be contacted. This Center makes available an extensive collection of curriculum documents not available through the ERIC system.

Another facility that can provide information about programs throughout the country is the Division of Vocational Education's Occupational Resource Center (located at the Residential Manpower Center, Building 871, Plainfield Avenue, Edison) which possesses the complete ERIC microfiche collection and provides free duplicates of ERIC documents. By using the ERIC indices, one can find out what's happening around the country in any area of education.

CHAPTER II

PHYSICAL FACILITIES

Location

Usually those planning to implement a Career Resource Center do not have many alternatives regarding the location. Whenever possible certain considerations should be followed:

- Try to locate the Center in an area that is well travelled by students.
- Make it easily accessible from a corridor.
- Do not have it in an area where talking will disrupt others, such as part of a library.
- Do not locate it where the supervision becomes an additional duty for someone who already has other full-time responsibilities.

The most important criterion in the selection of a location is maximum student usage.

Layout

In general, the interior of a Resource Center should be warm, inviting, and comfortable. More specifically, a well-equipped Center should include:

1. A reception desk
2. File cabinets
3. Bookshelves

4. Chairs and tables

5. Study carrels

6. Private offices for professionals

7. Conference room for guest speakers and group guidance programs

Some actual floor plans of Centers in California appear in Appendix A.

Equipment:

Certain pieces of equipment are needed to make use of some of the media resources held by the Resource Center. This writer makes use of the following:

DUKANE SOUND FILMSTRIP PROJECTOR (available from: Guidance Associates, Pleasantville, New York 10570. $295.00)

Makes it possible to see and hear a filmstrip program with cassette on a television-like screen.

3M "400" READER-PRINTER (available from: 3M Business Products Sales, Inc., 1719 Brunswick Avenue, Trenton, New Jersey 08638. $1,101.30)

Displays microfiche and makes copies at the touch of a button. Used for programs like VIEW (Vital Information for Education and Work) and Chronicle Guidance's Microfile. Allows students to take permanent copies of career information.

POST 640 MICROFICHE READER (available from: Chronicle Guidance Publications, Inc., Moravia, New York 13118. $296.00)

Displays microfiche.

VIEW DECK ILLUMINATED VIEWER (available from: Chronicle Guidance Publications, Inc., Moravia, New York 13118. $60.00)

Lighted surface used for reading of the cards in both the Occupational Viewdeck and the College Viewdeck.

CHAPTER III

STAFF

Professional

The professional staff of the Career Resource Center depends on the types of services it plans to deliver. Some Career Resource Centers in New Jersey provide services in job placement, career information, and media, and are staffed by a number of specialists in these areas.

This writer's experience is in a Resource Center that provides job placement and career information within a 10-12 senior high school. It is on the basis of this experience that recommendations for staffing will be made. Both job placement and career information are the responsibility of this writer. This is a result of economic constraints, not design. One individual should be responsible for each area.

Career Information Specialist

Desirable Credentials

1. Certification as a guidance counselor.
2. Experience in school counseling.
3. Familiarity with community resources.

4. Knowledge of the Career Education movement and its purposes.

5. Demonstrated resourcefulness.

Job Duties

1. Gather occupational information.

   (a) Printed material.

   (b) Sound filmstrips.

   (c) Films

   (d) Audio tapes - both commercial and locally produced

   (e) Video tapes - both commercial and locally produced

   (f) Resource people

   (g) Field trips.

2. Disseminate occupational information.

3. Evaluate occupational information.

4. Serve as a human resource to students, teachers, counselors and parents on career-related matters.

5. Provide leadership in career testing (aptitude and/or interest).

6. Publicize program activities.

Job Placement Counselor

Desirable Credentials

1. Certification as a guidance counselor.

2. Experience in school counseling.

3. At least one year or its equivalent of work experience outside education.

4. Familiarization with occupational opportunities and trends within the area.

5. A commitment to job placement is an integral part of a school's educational program.

6. Demonstrated resourcefulness.

Job Duties

1. Develop student awareness that a job placement program of part-time, summer and full-time employment exists within the school.

2. Develop and maintain a registration procedure for those desiring placement.

3. Develop a bank of job openings through employer contacts in person, by phone, and by mail.

4. Prepare students for job interviews.

5. Monitor the progress of placed students through on-site visitations, phone calls, and mailings.

6. Provide group and individual guidance for students having difficulty with such things as:

   (a) the job interview

   (b) getting along with other employees and the employer

   (c) absenteeism, etc.

7. Provide group guidance sessions on "Job Hunting" for seniors.

8. Publicize program activities.

Non-Professional

The non-professional staff of a Career Resource Center are vital members of a team. It is this writer's opinion that there should be at least two non-professionals in the Resource Center, a secretary and a para-professional. However, because of space problems and lack of funds this writer's Center employs only one non-professional. This individual performs many of the duties listed for the following two categories:

Secretary

Desirable Credentials

1. Typing skill
2. Shorthand skill
3. Pleasant manner.

Job Duties

1. Serve as receptionist for Resource Center
2. Answer telephone
3. Handle correspondence
4. Duplicate forms and printed materials
5. Maintain schedule of activities
6. File occupational information
7. Assist professional staff with general clerical duties.

Para-Professional

Desirable Credentials

1. Good communication skills
2. Rapport with students
3. Pleasant Manner.

Job Duties

1. Conduct group and individual tours of the Resource Center.
2. Assist students and teachers in locating and using occupational information.
3. Provide instructions for the use of self-directed exploratory programs such as COMPULEARN.
4. Assist students with the use of the Center's hardware.
5. Administer career tests (aptitude and/or interest)

6. Maintain records that show the number of students using the Center.

7. Assist professional staff with the general dissemination of information.

CHAPTER IV

PUBLIC RELATIONS

Keeping the community infomed about the Career Resource Center and its activities as the program progresses is very important. Members of the general community and business and industry will be more willing to lend their assistance when they're aware of the interesting things that are happening. This cooperation is critical when planning such things as a speakers' program and field trips. Broad public support can be very helpful too when additional funds are sought to expand the program. Some programs are begun through government funding and therefore must prove to local school officials that it would be wise to continue the program with local funds. Under these circumstances, a public relations plan of action is a must.

The newspaper is the most common means of disseminating information to the community. The person who writes the educational articles for the local newspaper should be contacted and made aware of the need for coverage. The school newspaper is a good way of making students and teachers aware of the Center's programs.

Local radio stations sometimes have shows that are educationally-oriented. A discussion of the school's program on one of these shows, especially if involving some students, could be beneficial.

Career Resource Center staff members can easily publish their own newsletter at very little expense. This can be done by stencil duplication or offset printing in a school graphic arts shop. The offset printing process has the added advantage of allowing black and white photographs. A polaroid camera would be very handy in this case. Publishing this type of newsletter allows the Center staff to have the final say in the content of the articles. This is not the case when dealing with newspapers. Limited distribution is the main disadvantage. Distribution should include all teachers within the building, all administrators, and all board members. This can be accomplished through the intra-district mail at no expense. Mailing multiple copies to all community organizations is one way of getting the newsletter in the hands of some community members at a minimal cost. The size of the mailing budget would determine the quantity of any additional mailing to be done.

Some community organizations such as the PTA, churches, synagogues, the Women's Club, and the Jaycees might publish a newsletter for their membership. Most likely, such groups would be agreeable to including educational articles. These same groups usually have a program chairperson seeking speakers for meetings. Here again, a presentation about an innovative school program would fit nicely. One suggestion for making a presentation about the Career Resource Center's program is to include some type of visual aid. A slide presentation of various aspects of the program is one of the better techniques.

Don't overlook the possibility of bringing the community to the Career Resource Center. This can easily be accomplished through an orientation program some evening at the school. The agenda for such

an evening should include an overview of the goals and activities of the Resource Center (again, visuals are important) and a tour of the Center itself.

One last suggestion for publicity concerns one of our society's favorite pastimes - shopping. Much of America's shopping is done at shopping centers and malls and a public relations-minded staff could make good use of this. The first step would be to contact the manager of the local shopping area. If permission is granted, set up an exhibit in a centrally-located area. The exhibit might include some of the following:

1. Staff members seated at tables answering questions and explaining the program.
2. Students seated at tables discussing their experiences with the Career Resource Center.
3. A sound-slide presentation depicting program activities.
4. A display of enlarged photographs showing students involved in career-oriented activities.
5. Charts that list purposes and activities.
6. Distribution of the Center's newsletter.

CHAPTER V

COLLECTION OF INFORMATION

Literature

When setting out to collect occupational information there are two basic questions with which one is confronted:

1. How do I find out what information is available?
2. Once I have an adequate collection, how do I keep abreast of the development of new materials?

Hopefully, the sources listed below will be of assistance in these two areas. Section A will deal with the first question and B with the second. (** Denotes Essential Materials -- * Denotes Desirable Materials).

Section A

* CAREER INDEX. Chronicle Guidance Publications, Inc., Moravia, New York 13118. Published annually. $11.00.

  Lists free and inexpensive literature by careers and also by organizations that publish the literature.

* EDUCATORS GUIDE TO FREE GUIDANCE MATERIALS. Saterstrom, Mary H. and Steph, Joe A. Educators Progress Service, Randolph, Wisconsin 53956. Published annually. $8.75.

  Sources of free films, filmstrips, and printed materials.

** NVGA BIBLIOGRAPHY OF CURRENT CAREER INFORMATION. Publications Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. 1973. $2.00.

Very good list of available literature arranged by careers. Each listing is evaluated according to NVGA standards and vocabulary level. A second part describes and evaluates career films.

** OCCUPATIONAL LITERATURE: AN ANNOTATED BIBLIOGRAPHY. Forrester, Gertrude. H.W. Wilson Co., 950 University Avenue, Bronx, New York 10452. 1971. $15.00.

Excellent source for starting an occupational library. Material is listed alphabetically by occupation with asterisks by some to indicate better quality.

** SENIOR HIGH LEARNING RESOURCES FOR CAREER EDUCATION. N.J. Occupational Resource Center, Building 871, R.M.C. Plainfield Avenue, Edison, New Jersey 08817. 1973. $1.00. (Jr. High and Elementary editions also available for $1.00 each).

Very handy list of a variety of resources ranging from simulation games to films. Includes ordering information and annotations.

Section B

* CAREER EDUCATION NEWS. McGraw-Hill Institutional Publications, 230 West Monroe Street, Chicago, Illinois 60606. $30.00 for annual subscription.

Newsletter published twice a month from September through June.

** COUNSELOR'S INFORMATION SERVICE. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W. Washington, D. C. 20036. $9.00 for yearly subscription.

A quarterly annotated bibliography of current career and educational literature.

** INFORM. National Career Information Center, APGA, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. $15.00 per year for APGA members and $25.00 per year for non-members.

This monthly newsletter identifies a variety of sources for free and inexpensive career information.

* THE PERSONNEL AND GUIDANCE JOURNAL. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. $20.00 per year or included in membership.

These monthly issues contain a section that includes reviews of recently published professional materials.

** THE VOCATIONAL GUIDANCE QUARTERLY. National Vocational Guidance Association, a division of American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. $8.00 for yearly subscription or included in membership.

Each quarterly issue contains an evaluation of current career information. Very helpful for updating purposes.

The sources described above should enable one to develop a more than adequate file of career literature. In addition to this file, it is recommended that certain other printed materials be collected. Below are some suggestions for a Career Resource Center reference shelf.

BARRON's GUIDE TO THE TWO-YEAR COLLEGE. (Vol. 1) Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797. 1972. $3.95.

OCCUPATIONAL PROGRAM SELECTOR (Vol. 2) 1972. $2.50.

Volume 1 provides information on 1,230 colleges. Volume 2 identifies two-year colleges through an occupational program index.

* CAREER OPPORTUNITIES FOR TECHNICIANS AND SPECIALISTS. J.G. Ferguson Publishing Company, Chicago, Illinois, 1970. $44.75 for set of five or $11.95 per book.

Set includes: Health Technicians; Engineering Technicians; Marketing Business and Office Specialists; Community Services and Related Specialists; and Agricultural, Forestry, and Oceanographic Technicians.

Highly recommended. Particularly relevant since many jobs in the future will require less than a four-year college degree but more than a high school diploma.

* CAREER WORLD. Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, Illinois 60040. $2.95 per copy per year (minimum 15 orders to one address).

Excellent periodical published monthly during the school year for secondary school students. Contains interesting articles on a variety of careers.

** COMPARATIVE GUIDE TO AMERICAN COLLEGES. Cass, James and Birnbaum, Max. Harper and Row, 49 East 33rd Street, New York, N. Y. 10016. 1972. $5.95.

Very helpful source for basic information about four-year colleges across the country.

* COMPARATIVE GUIDE TO TWO-YEAR COLLEGES AND FOUR-YEAR SPECIALIZED SCHOOLS AND PROGRAMS. Cass, James and Birnbaum, Max. Harper and Row, 49 East 33rd Street, New York, N.Y. 10016. $7.95, for hard cover and $3.95 for paperback.

Particularly useful for locating programs in such fields as Art, Dance, Theater, etc.

* CONCISE HANDBOOK OF OCCUPATIONS. J.G. Ferguson Publishing Company, Chicago, Illinois. 1971. $11.95.

Short job descriptions of 400 occupations.

** DICTIONARY OF OCCUPATIONAL TITLES. U.S. Government Printing Office, Washington, D. C. 20402.

Vol. 1 Definition of Titles, 3rd Edition, 1965. $5.00.

Vol. 2 Occupational Classification and Industry Index. 3rd Edition. 1965. $4.25.

Supplements 1 and 2 - Selected Characteristics of Occupations by Worker, 1966. $2.75. Traits and Physical Strength, 1968. $1.25.

Training Manual. 3rd edition, 1965. Part A - 25c, Part B - $1.75.

Necessary reference if literature is filed according to the DOT code.

** DIRECTORY OF POSTSECONDARY SCHOOLS WITH OCCUPATIONAL PROGRAMS. U.S. Government Printing Office, Washington, D.C. 20402. 1971. $3.95.

A very comprehensive listing of postsecondary schools that offer career-related programs. This document represents a fine effort by the USOE to assist students with career planning.

* EDUCATIONAL PROGRAMS IN THE HEALTH FIELD. American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611. 50¢.

A comprehensive list of institutions that offer educational programs for health careers. The careers range from technicians such as Certified Laboratory Assistants to professionals such as Dentists.

* ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE. Vol. I and II, 2nd edition. Hopke, William E., ed. Ferguson Publishing Company, 6 N. Michigan Avenue, Chicago, Illinois 60602, 1972. $26.95.

Very worthwhile reference source. Allows students to research careers by general categories or specific occupations.

* FERGUSON GUIDE TO TWO-YEAR COLLEGE PROGRAMS FOR TECHNICIANS AND SPECIALISTS. J. G. Ferguson Publishing Co., Chicago, Illinois. 1971. $6.95.

Provides the names of two-year colleges that offer approximately 130 occupational programs. It pulls together the lists that are provided at the end of each of five books in the set CAREER OPPORTUNITIES FOR TECHNICIANS AND SPECIALISTS.

** GUIDE TO COLLEGE MAJORS. Chronicle Guidance Publications, Inc., Moravia, New York 13118. 1972-73. $4.50.

Lists colleges by majors offered. Programs include 2, 4, and 5 or more years of study. No information other than the name and location is provided. Very helpful when trying to identify colleges that offer a particular program of study.

* HEALTH CAREERS GUIDE. National Medical Association Foundation, Health Careers Program, 1013 12th Street, N.W., Washington, D. C. 20013. $6.50.

Provides an overview of many health careers, lists institutions offering training and sources of financial aid.

** JOB GUIDE FOR YOUNG WORKERS. U.S. Government Printing Office, Washington, D. C. 20402, 1969. $1.50.

Provides an overview of occupations in a concise and easily readable format.

* JOBS FOR WHICH A COLLEGE EDUCATION IS REQUIRED, 10¢.
* JOBS FOR WHICH A HIGH SCHOOL EDUCATION IS GENERALLY REQUIRED, 10¢.
* JOBS FOR WHICH A HIGH SCHOOL EDUCATION IS PREFERRED BUT NOT ESSENTIAL, 10¢.
* JOBS FOR WHICH APPRENTICESHIP TRAINING IS AVAILABLE, 10¢.
* JOBS FOR WHICH JUNIOR COLLEGE, TECHNICAL INSTITUTE OR OTHER SPECIALIZED TRAINING IS USUALLY REQUIRED, 10¢.

U.S. Government Printing Office, Washington, D. C. 20402.

These pamphlets are very helpful when looking at jobs in terms of the educational requirements. They could be kept in the reference section or placed in literature racks for students to browse through and keep if desired.

** LOVEJOY'S CAREER AND VOCATIONAL SCHOOL GUIDE. 4th edition. 1973. Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020. $7.95.

Lists schools that offer training in more than 250 careers.

* LOVEJOY'S COLLEGE GUIDE. Simon and Schuster, Inc., 630 Fifth Avenue, New York, New York 10020. $4.95.

Provides the reader with a nationwide list of two-year and four-year colleges. Also includes an academic program index.

** OCCUPATIONAL OUTLOOK HANDBOOK. 1972-1973 edition. U.S. Government Printing Office, Washington, D.C. 20402, $6.25.

An absolute must for a Career Resource Center. Multiple copies should be available. In addition to the HANDBOOK, the Occupational Outlook Reprint Series can be purchased for $16.55 and the 128 pamphlets can be stores in the occupational file.

For faster service try ordering through the regional office of the Bureau of Labor Statistics. The New York Area Office is located at 1515 Broadway, New York, New York 10036.

** OCCUPATIONAL OUTLOOK QUARTERLY. Bureau of Labor Statistics, Washington, D.C. 20212. $4.30 per year.

A necessary companion to the OCCUPATIONAL OUTLOOK HANDBOOK.

* ON THE JOB. J.G. Ferguson Publishing Company, Chicago, Illinois, 1970. $7.95.

A collection of 65 jobs discussed by actual people performing that job. They are written in the first person and include insights into the life styles involved as well as the daily work experiences.

PROFILES OF AMERICAN COLLEGES. Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York 11797. $5.95.

Reference book that provides a thumbnail sketch of four-year colleges listed by state.

** SELECTED HEALTH CAREERS IN NEW JERSEY. Division of Planning and Research, Labor and Industry Building, P.O. Box 359, Trenton, New Jersey 08625. 1973.

Descriptions of health careers with lists of institutions that provide preparation within the state.

TRADE AND TECHNICAL SCHOOL DIRECTORY (NORTHEASTERN UNITED STATES). Chronicle Guidance Publications, Inc., Moravia, New York 13118. 1971. $3.00.

Lists and describes trade and technical schools in the Northeast. Also provides an index to majors.

* YOUR JOB AS A REPAIRMAN OR MECHANIC
* THINKING OF AN OFFICE JOB?
* FOREIGN LANGUAGES AND YOUR CAREER
* SOCIAL SCIENCE AND YOUR CAREER
* BIOLOGY AND YOUR CAREER
* SCIENCE AND YOUR CAREER
* LIBERAL ARTS AND YOUR CAREER
* ENGLISH AND YOUR CAREER
* THE OUTDOORS AND YOUR CAREER

U.S. Department of Labor, Bureau of Labor Statistics, 1515 Broadway, New York, New York 10036. 1972. Single copies free.

These leaflets list occupations that relate to various disciplines. Information for ordering the Occupational Outlook Handbook reprints is also provided. The leaflets could either be kept in a reference section or placed in literature racks for distribution.

In addition to an occupational literature file and a reference section, a Career Resource Center should have an area for students to use some of the kits that are available. Included in this category are the following:

* OCCUPATIONAL EXPLORATION KIT, Science Research Associates, Ind., 259 East Erie Street, Chicago, Illinois 60611. 1972. $143.35.

  This kit contains 400 occupational briefs. It also has an exploration program that allows students to answer questions about their educational plans, word ability, math ability, and interests. Using overlay cards, numbers appear that match the answers and refer to some of the 400 briefs in the kit.

* OCCUPATIONAL MICROFILE. Chronicle Guidance Publications, Inc., Moravia, New York 13118. $60.00. Updating Service, $41.00.

  A microform edition of the Chronicle Guidance Briefs. The information appears on microfiche which are filed in a small metal box. When used with a microfiche reader-printer, students are able to produce their own career briefs.

* OCCUPATIONAL VIEWDECK. Chronicle Guidance Publications, Inc., Moravia, New York 13118. 1972. $85.00.

  An exploration kit that solicits responses in the following areas: interest, temperament, educational plans, physical demand, etc. Using overlay cards for their answers, students receive names of suggested occupations to explore.

* SEMI-SKILLED CAREERS KIT. 150 career briefs and job guides, $45.00.

* INDUSTRIAL CAREERS KIT. 150 career briefs and summaries, $45.00.

* BUSINESS CAREERS KIT. 120 career briefs and summaries, $37.20.

* SCIENCE AND ENGINEERING CAREERS KIT. 120 career briefs and summaries, $37.20.

* HEALTH CAREERS KIT. 120 career briefs and summaries, $37.20.

* PROFESSIONAL CAREERS KIT. 550 career briefs and summaries, $81.00.

Careers, Inc., P.O. Box 135, Largo, Florida 33540.

* PROFESSIONAL CAREERS KIT. 550 career briefs and summaries, $81.00.

Careers, Inc., P.O. Box 135, Largo, Florida 33540.

The above kits can be purchased separately or as a package. The prices include one year's subscription to the up-dating service. After the first year, there is a fee for updating.

* VIEW - VITAL INFORMATION FOR EDUCATION AND WORK. Central Jersey Industry Education Council, 71 Main Street, Woodbridge, New Jersey 07095. $50.00 ($25.00 per year for up-dating).

A set of aperture cards that describe 99 occupations that exist in Central New Jersey. Some of the information would apply only to the job as it exists in this geographic region (Somerset and Middlesex Counties). Since the information is on microfiche, users must have access to a microfiche reader. The set is expanded every year.

Filing System

The system under which occupational literature will be filed is a very important and basic decision. Should the occupations be arranged in alphabetical order? Should the DOT code numbers be used? Should a job cluster approach be used?

This writer has been very satisfied with the Dictionary of Occupational Titles system. The briefs, leaflets, pamphlets, etc. are stored in pentaflex folders in three drawers of a four-drawer file cabinet. Each folder is labeled with a numerical interval within the 3rd edition of the DOT. For example, the codes range from

00-999 and each folder could represent intervals of 20. Thus the folders would read 00-20, 21-40, 41-60, etc. However, certain codes represent many occupations, such as 070-080 in the health area, and must be divided into smaller intervals in order to properly hold the material.

THE CHRONICLE GUIDANCE OCCUPATIONAL BRIEFS can serve as a good starter set for a new occupational file. (450 briefs - $82.50, up-dating of approximately 80 briefs per year - $20.25; Chronicle Guidance Publications, Inc., Moravia, New York 13318). These briefs have the 3rd edition DOT code printed on them and can easily be filed. In addition to, or in place of these briefs, the OCCUPATIONAL OUTLOOK REPRINT SERIES** should be a part of the file. These 128 pamphlets are inexpensive and also coded (order from U.S. Government Printing Office, Washington, D.C. 20402; set of 128 - $16.55. Range from 10¢ to 25¢ individually). Most of the free and inexpensive literature available must be coded before filing. Thus, this system requires the use of the Dictionary of Occupational Titles. This writer follows the suggestion of Dr. Robert Hoppock and does not keep anything older than five years in the file.

Does this system mean the students have to understand the Dictionary of Occupational Titles? No, for by developing a card index students are able to use the occupational file very easily. Each occupation represented in the file should have an index card with the name of the occupation written or typed in the upper left corner. In the upper right corner the appropriate DOT code should appear. The set of cards should then be arranged in alphabetical order and stored in a container that is close to the file. This way someone seeking

information on a particular career simply locates the index card alphabetically, notes the DOT code in the other corner, and goes to the file drawer to find the folder that contains that number. The DOT system has two distinct advantages over any other system:

1. Information cannot be filed in more than one place. (Alphabetical and cluster systems cannot provide this).

2. Related occupations are grouped together. Students using this system often discover related occupations they weren't initially aware of.

Regional Bureau of Labor Statistics

Several of the resources listed in this section are available from the U.S. Government Printing Office. Obtaining materials from this office usually takes a substantial amount of time. For this reason, it is suggested that the regional office of the Bureau of Labor Statistics be considered. Many of the GPO items can be received more quickly directly from the BLS regional office. It is also very helpful to be on the BLS mailing list.

The U.S. Department of Labor maintains regional Bureau of Labor Statistics offices at the following locations:

1515 Broadway
New York, N.Y. 10036

1317 Filbert St., Room 406
Philadelphia, Pa. 19107

1371 Peachtree St., N.E.
Atlanta, Ga. 30309

300 South Wacker Dr.
Chicago, Ill. 60606

911 Walnut St.
Kansas City, No. 64106

1100 Commerce St., Room 687
Dallas, Tex. 75202

450 Golden Gate Ave., Box 36017
San Francisco, Calif. 94102

MEDIA

The recent emphasis on Career Education has resulted in a wealth of multi-media material produced by the commercial publishers. Rather than attempt to name individual programs, this writer will list publishers whose catalogs could be requested.

Almost every publisher allows a 30 day previewing period before any purchase is made. Such a condition should be requested, if not offered by the publisher. This allows the prospective purchaser the opportunity to evaluate the material before buying.

Sound Filmstrips

Sound filmstrip programs can be used either in a large group or in an individual study carrell located in a Career Resource Center. Most programs are available with records or cassettes.

Acoustifone Corp., 8954 Comanche Avenue,
Chatsworth, Calif. 91311

Aims Instructional Media Services, Inc.,
P.O. Box 1010, Hollywood, Calif. 90028

Coronet Instructional Materials,
65 E. South Water Street, Chicago, Illinois 60601

Doubleday Multimedia, Box 11607/1371 Reynolds Avenue,
Santa Ana, Calif. 92705

Educational Dimensions Corp., Great Neck, N. Y.

Educational Productions, 8328 Willow Way,
Raytown, Missouri 64138

Encyclopedia Britannica Educational Corporation
425 North Michigan Avenue, Chicago, Illinois 60611

Eye Gate House, Inc., Jamaica, N. Y. 11435

Guidance Associates, 41 Washington Avenue,
Pleasantville, N.Y. 10570

McGraw-Hill Films, 1221 Avenue of the Americas,
New York, N.Y. 10020

Pathescope Educational Films, Inc., 71 Weyman Avenue,
New Rochelle, New York 10802

Scholastic Book Services, 904 Sylvan Avenue,
Englewood Cliffs, New Jersey 07632

Society for Visual Education, Inc. (SVE)
1345 Diversey Parkway, Chicago, Illinois 60614

Westinghouse Learning Corporation, 100 Park Avenue
New York, N. Y. 10017

Films

Although many films are available on a rental basis, there are some which can only be purchased. This is usually not feasible for school districts. It is recommended that purchases be considered on a regional basis, such as through a County Guidance Association or a regional film library.

Some films are now available as sound film loops. These cartridges, with the proper equipment, lend themselves well to individualized or small group viewing in a Career Resource Center. The list below includes guides that can be purchased as well as publishers that will provide free catalogs.

Aims Instructional Media Services, Inc.,
P.O. Box 1010, Hollywood, Calif. 90028

American Educational Films, 331 North Maple Drive,
Beverly Hills, Calif. 90210

APGA Films, 1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009
(Project WERC - 12 films)

APGA Publications Sales, 1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009
NVGA BIBLIOGRAPHY OF CURRENT CAREER INFORMATION, 1973
Edition, $2.00.

BFA Educational Media, 2211 Michigan Ave.,
Santa Monica, Calif. 90404

Bureau of Health Manpower Education, Office of Information, National Institutes of Health, Bethesda, Maryland 20014. (HEALTH CAREERS FILM GUIDE) Free.

Coronet Instructional Materials, 65 E. South Water Street, Chicago, Illinois 60601

Counselor Films, Inc., 1728 Cherry St. Philadelphia, Penna. 19103

Data Films, 2625 Temple Street, Los Angeles, Calif. 90025

Doubleday Multimedia, 1371 Reynolds Ave., Santa Ana, Calif. 92705

Films Incorporated, 1144 Wilmette Avenue, Wilmette, Illinois 60091

Houghton-Mifflin, Pennington-Hopewell Road, Hopewell, N.J. 08525

McGraw-Hill Films, 330 West 42nd Street, New York, N.Y. 10036

Modern Talking Pictures Service, 2323 New Hyde Park Road, New Hyde Park, N.Y. 11040

Olympic Film Service, 161 West 22nd Street, New York, N.Y. 10011

Oxford Films, Inc., 1136 N. Las Palmas Ave., Los Angeles, Calif. 90038

Sandler Institutional Films, Inc., 1001 N. Poinsettia Place, Hollywood, Calif. 90046

Visual Aids Service, University of Illinois, Division of University Extension, Champaign, Illinois 61820, 1969. $3.00 (CATALOG OF EDUCATIONAL FILMS)

Vocational Films, 111 Euclid Avenue, Park Ridge, Illinois 60068

Cassette Tapes

This medium, although lacking the visual dimension, provides an opportunity for individualized instruction in Career Resource Centers. Tapes can be particularly valuable for students with reading problems.

Career Education Association, New York, N.Y.

Demco Educational Corp., Box 1488, Madison, Wisconsin 53701

Educational Corporation of America, Troy, Michigan

ESP Inc., Jonesboro, Arizona

Macmillan Library Services, 2408 Brown Street, Riverside, N. J. 08075

Voices for Careers, New Jersey Occupational Resource Center, Bldg. 871, R.M.C., Plainfield Avenue, Edison, N. J. 08817

COMMUNITY RESOURCES

Although some commercially produced career information can provide youngsters with data they need to make career decisions, there is a limit to the amount of true insight given. Local salaries and employment trends are also not possible in such material. For these reasons community resources should be an integral part of the information system of a Career Resource Center.

Who can serve as a community resource? Actually anyone who is willing to share information about his or her occupation and is within a reasonable distance to the school can help.

Potential Resources

Parents -- Parents have an obvious vested interest in the school. More than likely they would be willing to go out of their way to discuss their careers. They could be contacted through the PTA or by direct mailing to the homes of the students. In lieu of this method, someone could look over the school's permanent records and make a list of the occupations the students' parents have.

Teachers -- Many teachers have had other full-time occupations before entering teaching. Conducting a survey of the faculty could provide some interesting results.

Senior Citizens -- Most members of this group have completed many years in a variety of occupations. Having an opportunity to share their experiences would benefit them as much as the youngsters.

Service Organizations -- Just about every community has some civic-minded organizations. Groups such as the Rotary Club, Women's Club, or Jaycees, usually welcome an opportunity to help the community's young people.

Attending a meeting to personally explain the program would most likely produce the best results. In addition, letters can be sent to the presidents of the organizations where personal appearances are not possible (See Appendix B).

Business, Labor and Industry -- The first step in soliciting the help of this group is to determine what business and industry exists within the area. Lists of this type are usually available from the Chamber of Commerce and the Industrial Commission. Then letters explaining the program and asking for resources can be mailed (See Appendix C). Letters to large businesses and industries should be sent to the Personnel Department. It should be stressed that what is desired is information from employees about their occupations, not a public relations presentation from the Personnel Manager. It might prove helpful to follow up some of the letters with personal visits to further explain the goals of the program.

Alumni — Follow-up studies contain up-to-date information on graduates' addresses and occupations. This data could be used to

develop a group of human resources that has something in common with the students -- attendance at the same school and youth.

Utilization of Community Resources

Resource people can be helpful beyond the traditional guest speaker role. An examination of the form this writer uses will point up some other areas of utilization, (See Appendix D). The DAY ON THE JOB section refers to an opportunity for a student to gain a real insight into a career by "shadowing" the resource person.

Some people will not be able to visit the school to speak with students. For this reason the INTERVIEW section of the form can be particularly valuable. This method allows students to speak with resource people over the phone or in person, either at home or at the place of business. Taping such a conversation is particularly useful in class projects.

The FIELD TRIP section contains the basic information needed for planning a field trip.

This writer has found this form to be a very simple and comprehensive way of collecting information from community resources. Each potential resource is asked to complete a form. When mailings are made to organizations and businesses, a group of these forms are included with the letter.

Although this form is a handy way of collecting such information, it is not the best way to store the data. A 5 x 8 card has been developed for this purpose (See Appendix E). Information collected on the form is transferred to the 5 x 8 card for future reference. These cards can then be kept alphabetically (by occupation) in a card file.

The line in the top left corner of the card is a place for the name of the occupation. This is used to file the cards alphabetically. To the right of this space is a place to check the way(s) in which that human resource will help. By just looking at the top line, one can quickly determine what that resource is willing to do. The remainder of the front of the card is a shortened version of the original form. Comments about the effectiveness of the resource can be recorded on the back of the card.

CHAPTER VI

DELIVERY SYSTEM

So far this writer has answered some basic questions about a Career Resource Center --

What should it try to accomplish?

What should it look like?

Who is needed to make it work?

What information is needed?

One might think at this point the task is completed and large numbers of students will come rushing in for career information. Most often this does not happen.

When the scope of the Resource Center was discussed earlier, Webster's definition of the word "center" was given -- "that around which things form or toward which they move." One should give thought to the strategies that will enable the Career Resource Center and its philosophy to become an integral part of the school. Hopefully the information that follows will be helpful.

While trying to decide how to deliver the services of a Career Resource Center it is wise to review some of the professional literature. The microfiche collection at the New Jersey Occupational

Resource Center in Edison can be invaluable for this purpose. The following books and periodicals provide an understanding of the Career Education concept as well as some suggestions for a delivery system.

CAREER EDUCATION: A CURRICULUM DESIGN AND INSTRUCTIONAL OBJECTIVES CATALOG, American Institutes for Research, P.O. Box 1113, Palo Alto, California, 94302. 1973. $8.50.

This book presents approximately 2,000 instructional objectives, some of which could be used for planning a program.

CAREER EDUCATION: AN ANNOTATED BIBLIOGRAPHY FOR TEACHERS AND CURRICULUM DEVELOPERS. American Institutes for Research, P.O. Box 113, Palo Alto, California 94302. 1973. $9.25.

This source provides 160 references from professional literature, 100 summaries of children's and youth's literature, and 69 examples of newsletters, journals, curriculum materials, etc. A must reference book for curriculum development.

CAREER EDUCATION DIGEST. Educational Properties Incorporated, 3001 Redhill Avenue, Esplanade 3, Suite 220, Costa Mesa, California 92626. Published 12 times yearly. $10.00 per year.

Collection of articles describing Career Education programs taking place throughout the country.

CAREER EDUCATION: PERSPECTIVE AND PROMISE. Goldhammer, Keith and Taylor, Robert E. Charles E. Merrill Publishing Co., Columbus, Ohio 43216. 1972. $5.95.

A series of papers that inform the reader of Career Education's problems, concepts and trends.

CAREER EDUCATION PROGRAM. Vol. III (Grades 10-12) Wysong, H. Eugene. Houghton Mifflin Company, Boston, Massachusetts. 1973. $15.00.

This binder consists of a series of lesson plans and pre-printed duplicating masters that lend themselves well to group guidance programs. There are similar volumes available for both elementary and junior high grades for the same cost.

CAREER EDUCATION RESOURCE GUIDE. General Learning Corporation, Morristown, New Jersey. 1972. $4.25.

Contains specific classroom activities that have been used by teachers (k-adult) throughout the country. These lesson plans are arranged by grade levels.

CAREER EDUCATION - WHAT IT IS AND HOW TO DO IT. Olympus Publishing Company, Salt Lake City, Utah, 1972. $4.00.

A well-organized and practical guide for implementing a Career Education program on the local level.

EMPHASIS CAREER EDUCATION. Emphasis Incorporated, Dept. B, P.O. Box 25827, Charlotte, North Carolina 28212. Published 12 times yearly. $6.00 per year.

This magazine presents a variety of articles for both the student and the professional.

GUIDELINES FOR THE PREPARATION AND EVALUATION OF CAREER INFORMATION MEDIA. The National Vocational Guidance Association, 1607 New Hampshire Avenue, N.W., Washington D.C. 20009. 1971. 75¢.

A thorough guide for assessing the value of all types of career information.

K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO LOCAL CURRICULUM. Drier, Harry N., Wadsworth Publishing Company, Inc., Belmont, California 94002. 1972. $6.95.

A comprehensive guide to available printed and audio-visual material for various elements of Career Education. The elements are Self, Planning and Preparation, and the World of Work. This is a very practical resource for infusing Career Education into the curriculum.

NONTRADITIONAL CAREERS FOR WOMEN. Splaver, Sarah. Julian Messner, A Division of Simon and Shuster, Inc., 1 West 39th Street, New York, N.Y. 10018. 1973. $5.95.

Discusses over 500 careers for women in a variety of fields. Very helpful resource for combatting occupational stereotyping.

OCCUPATIONAL INFORMATION. Hoppock, Robert. McGraw-Hill Book Company, New York, N.Y. 1971. $11.50.

A very good source for techniques of collecting and using occupational information.

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT IN THE SCHOOLS: TOWARD A SYSTEMS APPROACH. Herr, Edwin L. and Cramer, Stanley H., Houghton Mifflin Company, Boston, Massachusetts. 1972. $9.95.

Various strategies are suggested for conducting an effective Vocational Guidance program in the schools.

YELLOW PAGES OF LEARNING RESOURCES. The MIT Press, Massachusetts Institute of Technology, Cambridge, Massachusetts 02142. 1972. $1.95.

This book makes suggestions for taking advantage of urban resources. It explains what can be learned from a lumber yard, insurance company, bank, etc. Very valuable source of information.

STAFF

The Resource Center should assist the teachers as well as the students. To this end, both large and small group orientation sessions should be held for the teachers.

General Orientation

The initial introduction to a school's Career Resource Center could take place at a general faculty meeting. At this time, teachers could be given a brief introduction to the concept of career education and an overview of the goals and activities of the Resource Center. The New Jersey State Department of Education, Division of Vocational Education's film CHOICE NOT CHANCE would be a good way to set the tone for such a meeting. This film can be borrowed from the Occupational Resource Center in Edison, New Jersey, or purchased from Videgraphe, 501 Lincoln Highway, Iselin, New Jersey, for $295.00.

Departmental Meetings

A closer working relationship with teachers can be established in departmental meetings. One should enter these meetings prepared and with hand-outs if possible.

The important role of the classroom teacher in Career Education could be the theme of the meeting. If space permits, the Center itself

would be an ideal location for the meeting. Specific suggestions for the meeting are:

1. Career-oriented classroom activities (See Appendix F).
2. Examples of how the World of Work is related to subject areas (See Appendix G).
3. Ways in which the Career Resource Center can help.

Continual Involvement

The Resource Center staff should keep the faculty informed of opportunities to highlight the career implications of their subjects. Some suggestions are:

1. Work with the teachers that show an interest. Others will get involved when they see and hear about some of the interesting activities that are taking place.
2. Publicize activities, being sure to include the teacher's name.
3. Notify teachers of material that could be used in their classroom (See Appendix H).
4. Invite teachers to accompany you on a field trip and to conferences.

In-Service Programs

Sometimes administrators are looking for topics for in-service programs. This is a good way of involving the teachers in the Career Resource Center's program. Possible workshop activities are:

1. Have resource people speak to a department about a related careers - e.g., careers in Journalism for the English Department.
2. Have a department take a field trip.
3. Teachers who have conducted innovative career-related activities can share them with the rest of the staff.

Traditionally summers are used for curriculum revision in many school systems. Why not recommend that this summer be devoted to integrating Career Education into the curriculum?

STUDENTS

Initial Orientation

One of the first tasks a new Career Resource Center has is to orient the students to the services. Some possible methods are:

1. Assembly program.
2. Flyer given to all students in homeroom (See Appendix I).
3. Posters placed throughout the school.
4. Bulletin Board.
5. School newspaper articles.

Developing Interest

After students are aware of what their Career Resource Center is all about, they often need to be motivated to use it. Having a bulletin board near the Center can be helpful, for its eye-catching messages will continually remind the students of the Center's services. It is a good idea to take photographs of various activities (field trips, speakers, etc.) that students are involved in and arrange them on a bulletin board.

The school newspaper is usually an effective way of communicating with students. On-going articles such as a "Career Corner" could describe different careers each issue and refer interested students to the Resource Center for further information. Articles about speakers, field trips, and other activities could result in more students getting involved.

Career Survey

Knowing what careers students are interested in is necessary for the planning of the year's program activities. This writer uses the survey developed by the Explorer Program of the Boy Scouts of America. The local Council supplies the school with the survey sheets in April, tabulates the results, and provides the school with a computer print-out of the results in September. The print-out lists the students who selected each career as well as each student's three choices.

More Than A Library

An effective Career Resource Center is not just a room where students come to read career briefs. The professional staff member(s) should be available to answer questions, suggest additional sources, and determine if the information is helpful to the student.

A youngster may become very enthusiastic about an occupation after reading a brief or watching a sound filmstrip. At this point the professional might look through the Community Resources file and find someone in that occupation who is willing to have a student spend a day observing. Arrangements could then be made for the student to visit this person to gain a real insight into this career field. In preparing students to go out on experiences like this, or on interviews an outline of important questions is valuable (See Appendix J).

The Career Resource Center is the logical place for individual and small group administration of interest and aptitude tests. Often the results provide a point of departure for individual counselling and career exploration. This writer uses the Ohio Vocational Interest Survey (OVIS) and is satisfied with the information it provides. One disadvantage, however, is that this survey cannot be hand-scored.

Career Films

The NVGA BIBLIOGRAPHY OF CURRENT CAREER INFORMATION mentioned in Chapter V is useful in identifying some of the better career films available. These films can be utilized in a variety of ways:

1. Classroom -- notify teachers of the availability of films related to their subjects. Preview it in order to be able to discuss its contents with interested teachers.

2. Career of the Month -- have repeated showings of a different film each month. Select an obvious place to post the name of the film, times of showing, and location of showing. Vary the times so that as many students as possible get a chance to see it.

3. Interested Viewers -- film can be shown to students interested in seeing it. First, make a general announcement to the school about the showing of the film. In addition, use the survey results and notify each student who showed an interest in a career related to that film.

Speakers

Guest speakers can be utilized in two ways — in a teacher's class or with an interested group of students. In either case, proper planning is very important.

When arranging for a speaker to visit a class follow these steps:

1. Contact the resource person at least two weeks in advance with a tentative date and time. At this time, mention the purpose for the visit and the general make-up of the class.

2. Prepare the class for the speaker. Find out what questions they would like answered.

3. Write the speaker a letter about a week to ten days before the scheduled visit. In the letter confirm the date and describe the format to be used. Enclose with the letter a list of the students' questions and suggested points to cover (See Appendix J). One useful format is to first have the students' questions answered and then use Appendix J as a guide for the remaining discussion.

4. If the students fail to ask the questions they raised in the planning session, bring these questions up during the program. Redirect the speaker if he or she is going off on a tangent.

5. Evaluate program.

6. Publicize the program.

7. Write a thank you letter.

If the resource person is going to speak to a group of interested students, the steps would be practically the same:

1. Same as above except the make-up and size of the group would not be known.

2. Make a general announcement asking for students interested in listening to the speaker to come to the Center to sign up. In addition, send notices to the students who indicated an interest in that career on the survey (See Appendix K). As students come in to sign up, take their name, grade, and homeroom. Also make a record of any questions these students would like asked.

3. Same as above except include the size and make-up of the group in the letter.

4. Same as above except send reminders to students a few days before the program (See Appendix L).

5. Same as above.

6. Same as above.

7. Same as above.

In either situation, taping (video or audio) the program will enhance the Resource Center's collection of information. Students who were not present during the program can play back the tape in the Center.

CHAPTER VII

EVALUATION

In Chapter I, the suggestion was made to establish some measurable objectives at the beginning of the year. The evaluation then would serve as a way of determining to what degree the objectives were met. Rather than wait until the end of the year to conduct the entire evaluation, it is helpful to periodically check on the progress toward the objectives.

The methods of evaluation are varied and the decisions as to what questions to ask and what type of instruments to use are usually best made by the developers of the program. Results of the evaluation that should be the basis for changes in the Career Resource Center program each year.

The Appendices contain some examples of instruments used by this writer:

1. Evaluation of Occupational Information (Appendix M)
2. Evaluation of Multi-Media Material (Appendix N)
3. Evaluation of Speaker (Appendix O)
4. Evaluation of Field Trip (Appendix P)

CHAPTER VIII

JOB PLACEMENT — AN IMPORTANT COMPONENT

A job placement service is a key part of a Career Resource Center. This service involves placement in part-time, summer, and full-time employment. To discuss the planning, implementation, and evaluation of such a program would be a duplication of what others have already done. The sources below are recommended:

JOB PLACEMENT AND FOLLOW-UP OF SECONDARY SCHOOL VOCATIONAL EDUCATION STUDENTS. Budke, Wesley Eugene and Miller, Melvin Dee. Leasco Information Products, Inc., 4827 Rugby Avenue, Bethesda, Maryland 20014. 1970. $3.29.

JOB PLACEMENT -- GUIDEBOOK FOR COUNSELORS. Gambino, Thomas and Briant, Robert. Department of Education, Trenton, New Jersey. 1969.

PLACEMENT: THE ULTIMATE TEST. (A Special Paper), Kaskow, William, Department of Education, Bureau of Occupational Research Development, Trenton, New Jersey. 1972.

There are, however, forms contained in the Appendix which this writer has found useful. They are used in the following ways:

1. Registration Card (Appendix Q) -- completed by anyone seeking employment.
2. Job Opening Card (Appendix R) -- used to record information about job openings.
3. Registration Notice (Appendix S) -- given to new registrants.

4. Employer Introduction (Appendix T) -- given to students to give to prospective employer upon arriving for an interview.

5. Job Interview Tips (Appendix U) -- discussed with and given to individuals going on a job interview.

6. Employee Responsibilities (Appendix V) -- discussed with and given to individuals who are hired.

7. Employee Evaluation (Appendix W) -- mailed to employers monthly with a self-addressed envelope.

8. Referral Record (Appendix X) -- used to record the names of those who go for job interviews.

9. Placement Record (Appendix Y) -- used to record the names of referrals who were hired.

APPENDIX A: CAREER CENTER FLOOR PLANS

Figure 1

Career Counseling Center, Crawford High School, San Diego, California

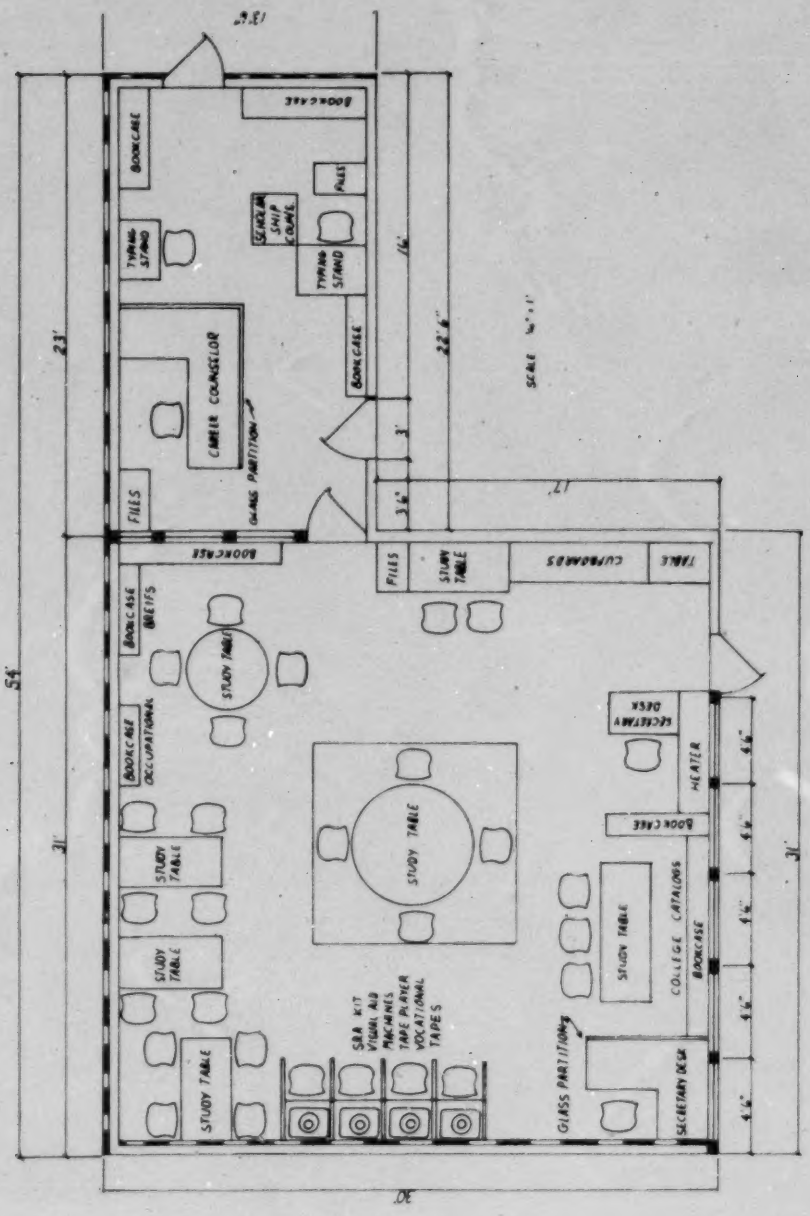


Figure 2

Career Guidance Center, Madison High School, San Diego, Calfornia

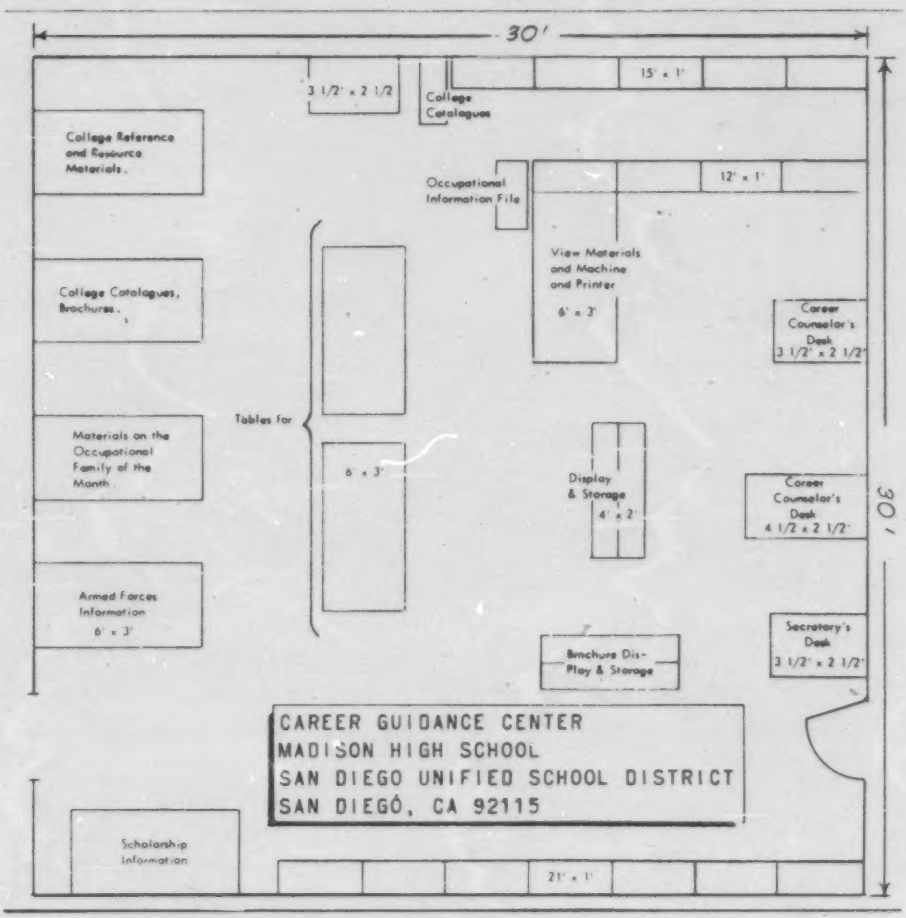

30'
30'
3 1/2' x 2 1/2
College Catalogues
15' x 1'
College Reference and Resource Materials.
Occupational Information File
12' x 1'
View Materials and Machine and Printer
6' x 3'
Career Counselor's Desk 3 1/2' x 2 1/2'
College Catalogues, Brochures.
Tables for
6' x 3'
Materials on the Occupational Family of the Month
Display & Storage 4' x 2'
Career Counselor's Desk 4 1/2 x 2 1/2'
Armed Forces Information 6' x 3'
Secretary's Desk 3 1/2' x 2 1/2'
Brochure Display & Storage
CAREER GUIDANCE CENTER
MADISON HIGH SCHOOL
SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CA 92115
Scholarship Information
21' x 1'

Figure 3

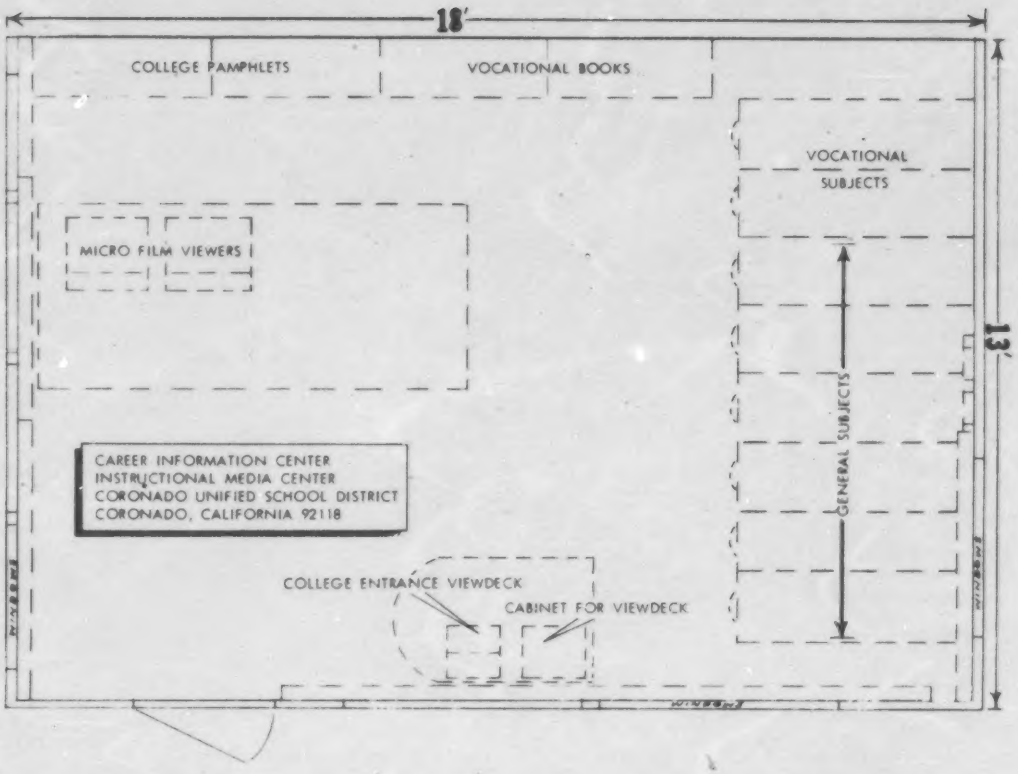
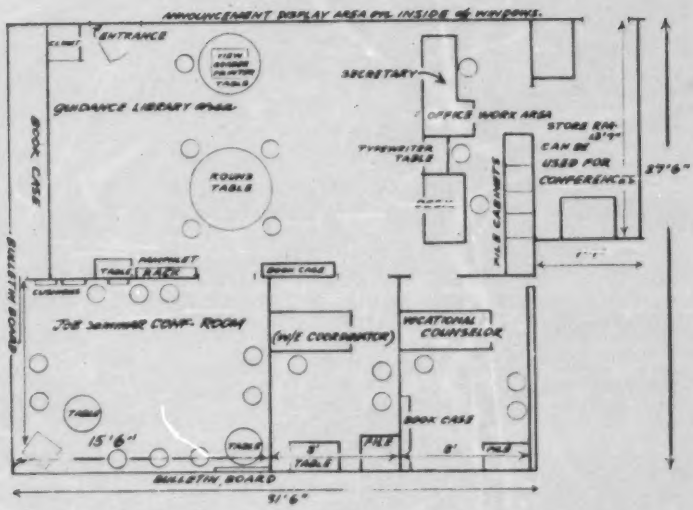

18'
13'
COLLEGE PAMPHLETS
VOCATIONAL BOOKS
VOCATIONAL SUBJECTS
MICRO FILM VIEWERS
GENERAL SUBJECTS
CAREER INFORMATION CENTER
INSTRUCTIONAL MEDIA CENTER
CORONADO UNIFIED SCHOOL DISTRICT
CORONADO, CALIFORNIA 92118
COLLEGE ENTRANCE VIEWDECK
CABINET FOR VIEWDECK

Figure 4

Career Development Center, Mount Miguel High School,
Spring Valley, California



APPENDIX B: SAMPLE LETTER TO SERVICE ORGANIZATION

East Brunswick High School

CRANBURY ROAD, EAST BRUNSWICK, NEW JERSEY 08816

TELEPHONE: 257-8300

CAREER RESOURCE CENTER

October 15, 1972

Mr. Donald Rogers, President
Rotary Club
142 Main Street
Anytown, New Jersey 01234

Dear Mr. Rogers:

In an attempt to better prepare our students for the career decision ahead we have developed a Career Resource Center at East Brunswick High School. However, we need the help of the community to make our program a success.

Our goals this year are to provide students with realistic career information and assist them in full-time, part-time, and summer job placement. We would appreciate any help your organization can provide.

Would you please distribute the enclosed surveys to your members and urge them to complete and mail them to the high school? Also please mention the fact that anyone who is in a position to hire students should contact the Resource Center.

Thank you in advance for your assistance.

Sincerely,

Robert E. Sullivan, Coordinator
Career Resource Center

RES/kz
Enclosures

APPENDIX C: SAMPLE LETTER TO UBSINESS/INDUSTRY

East Brunswick High School

CRANBURY ROAD, EAST BRUNSWICK, NEW JERSEY 08816

TELEPHONE: 257-8300

CAREER RESOURCE CENTER

September 29, 1972

Mr. John Smith
Personnel Manager
R.B. Watts, Corporation
Kennedy Boulevard
Anytown, New Jersey 01234

Dear Mr. Smith:

In an attempt to better prepare our students for the career decision ahead we have developed a Career Resource Center at East Brunswick High School. However, we need the help of business and industry to make our program a success.

Our goals this year are to provide students with realistic career information and assist them in full-time, part-time, and summer job placement. We would appreciate any help you can provide.

Would you please distribute the enclosed surveys to people who represent the various jobs in your company? As you can see from looking at this survey we are interested in developing a bank of resource people who can discuss their occupations with students.

Also please contact us if you have any job openings, now or in the future.

Thank you in advance for your assistance.

Sincerely,

Robert E. Sullivan, Coordinator
Career Resource Center

RES/kz
Enclosures

APPENDIX D: FORM FOR COLLECTING INFORMATION ON COMMUNITY RESOURCES

EAST BRUNSWICK HIGH SCHOOL COMMUNITY CAREER RESOURCE

Name_____ Occupation_____
Address (Home)_____
(Business)_____
Phone Number (Home)_____ Phone Number (Business)_____

I. GUEST SPEAKER: Would you be able to come to school to speak about your occupation? (Circle) Yes No
If yes, please answer the following.

A. Hours: Between_____ and _____
B. Days: (Circle) M T W Th F
C. Students (Circle grade levels you would speak with) K-3;4-6;7-9;10-12
D. Advance notice needed (if any):_____Days

II. INTERVIEW: Would a student be able to interview you about your occupation at home by phone? (Circle) Yes No; at home in person? Yes No; at your place of business by phone? Yes No; at your place of business in person? Yes No
If any of the above were answered yes, please answer the following:

A. Hours to be phoned at home: Between_____ and _____
B. Hours to be phoned at place of business: Between_____ and _____
C. Taping of interview permitted (Circle) Yes No

III. A DAY ON THE JOB: Would an interested student be able to learn about your occupation by observing you at your place of employment for ½ day? Yes No; a full day? Yes No; a few days? Yes No; a week? Yes No

---

IV. FIELD TRIP: Does your place of employment permit student groups to visit on field trips? (Circle) Yes No
If answered yes, please answer the following:

A. Person to Contact:_____
B. Advance notice needed (if any) _____Days
C. Hours: Between _____ and _____
D. Days: (Circle) M T W Th F
E. Students (Circle grades permitted on trip) K-3;4-6;7-9;10-12
F. Size of Groups: _____ to _____
G. Video Taping permitted: (Circle) Yes No
H. Pictures permitted: (Circle) Yes No
I. Activities and occupations that can be observed:_____
_____
_____
_____

V. COMMENTS: On back of sheet

Please mail completed forms to: Robert E. Sullivan
Career Resource Center
East Brunswick High School
East Brunswick, New Jersey 08816

APPENDIX E: CARD FOR COMMUNITY RESOURCE FILE (FRONT AND BACK)

_____ Speaker___ Interview___ Day on Job___ Field Trip___

EAST BRUNSWICK HIGH SCHOOL CAREER RESOURCE CENTER Date_____

Name_____ Occupation_____
Address (Home)_____
Address (Business)_____
Phone (Home)_____ Phone (Business)_____

SPEAKER
1. Hours: Between____ and____ 2. Advance Notice:____ Days
3. Days: M T W TH F 4. Grades: K-3; 4-6; 7-9; 10-12

INTERVIEW
Home By Phone____ Home In Person____ Work By Phone____ Work In Person____
1. Hours To Phone At Home: Bet.____and____ 2. At Work: Bet.____and____
3. Taping Permitted: YES NO

DAY ON JOB
1 Day____ Full Day____ Few Days____ Week____ Other____(_____)

FIELD TRIP
1. Contact:_____ 2. Advance Notice:____Days 3. Hours: Bet.___and___
4. Days: M T W TH F 5. Students: K-3; 4-6; 7-9; 10-12
6. Group Size:____to____ 7. VTR: YES NO 8. Pictures: YES NO
9. Observe:_____

COMMENTS

DATE	USAGE AND EVALUATION

APPENDIX F: CAREER-ORIENTED CLASSROOM ACTIVITIES

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

SOME SUGGESTED CAREER-ORIENTED ACTIVITIES FOR THE CLASSROOM

1. A FIELD TRIP to some business, industry, or other appropriate location to allow students an opportunity to observe some occupations related to your subject area. Very often students have a chance to talk with some employees as well as the employer.

2. GUEST SPEAKERS are often willing to come into a school and speak to classes or interested groups of students. A resource speaker could explain to a class how your subject is used in his or her occupation. He or she might answer students questions about their occupation and/or give an overview of their career field.

3. Students could DEBATE the desirability of two occupations for a person equally qualified for both.

4. Students could RESEARCH a specific occupation. Points to be covered could be:

   A. Nature of the Work (What does the worker do?)
   B. Qualifications (Physical, educational, legal, etc.?)
   C. Preparation (How much? What Kind? What is required? What is desirable? Where can you get it?)
   D. Entrance (How does one enter that field?)
   E. Advancement (To what could you advance? In how much time?)
   F. Earnings (Starting salary? Average salary?)
   G. Advantages and Disadvantages (Regular or irregular hours? Frequent overtime? Sunday and holiday work? What about vacation? Is employment steady? Is it seasonal? Is the work hazardour?)
   H. Related Occupations (If one finds the occupation lacking something, what are some related ones that might prove acceptable?)
   I. Future Prospects (Is there a present demand? Is employment expected to increase or decrease? Why?)
   J. Sources of Further Information (Names and addresses of professional associations and organizations where helpful information can be obtained.)

   The above information could be shared with the class in some way or handed in as a report.

5. Students could INTERVIEW people engaged in specific occupations. This would provide the student with up-to-date information from a primary source. The ten points in activity #4 could be used as a suggested format. If the interview is taped, it could be played for the class. If not, the results could be shared with the class in some way or handed in as a report.

6. A PICTURE STORY could be done by a student with an interest in photography. A series of photographs could be arranged to portray a worker in the work environment. Explanatory captions would be included.

7. A student could describe all the TASKS that have to be completed in order to enter a particular occupation. For example, completion of elementary school, completion of high school, application to and entrance examinations for two-year post high school training, completion of post high school education and taking state licensing examination, in order to become an X-ray technician. This information could be shared with the class verbally, handed in as a report, arranged in the form of a ladder for display, etc.

8. A CAREER LADDER might be constructed by some students. This would be done to show the advancement possibilities in a particular career. The student would begin with the entry level job and move up the "ladder" describing the advancement positions. The tasks that first have to be completed before advancement should be discussed. This information could be handed in as a report, shared verbally with the class, arranged in the form of a ladder for display, etc.

ADDITIONAL SUGGESTIONS

1. Try to use activities # 3 through #8 on a voluntary basis for the students. These activities could serve as a means of students receiving extra credit, or just simply a change of pace from the usual kind of classroom activities.

2. If a student is going to share the information verbally, try to base it on the other student's questions.

3. Encourage students to use as many sources of information as possible when researching a career. Remind them not to overlook people as primary sources. Warn them to be cautious of: (A) date of material--particularly important when researching salary information; (B) recruitment information -- material written by companies may be slightly slanted. If this type of material is used, it should be mentioned by the student. Also, the dates of material should be included.

REMEMBER -- No matter what type of activity you decide to use, you will be preparing your students for the career decision they have to make.

Robert E. Sullivan

Source: OCCUPATIONAL INFORMATION. Hoppock, Robert. McGraw-Hill Book Co., New York, N.Y. 1971.

APPENDIX G: CAREERS RELATED TO SUBJECT AREAS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural
I B.A. or Above	Employment Manager Personnel Manager	C.P.A. Broker Auditor Controller Credit Manager Office Mgr. Sales Mgr. Market Spec. Accountant Banker	Telephone Engineer Data Processing System Analyst System Engineer		College Teacher Commercial H.S. Journalist
II H.S. plus Technical		Junior Acct. Credit Mgr. Purchasing Agt. Secretary Paymaster Bank Teller Salesman	Contractor General Medical Records Lib. Court Reporter Data Programmer Keypunch		Law Clerk
III H.S. Graduate	Telegrapher Telegraph Agt R.R. Conduct. Postal Worker Telephone Op. City Bus Dr. Messenger Off. Boy Waitress Truck Driver	Driver Salesman Florist Food Clerk Grocery Hotel Clerk Insurance Clerk Library Asst. Medical Librarian Stock Clerk Bank Clerk File Clerk Bookkeeper Cashier Stenographer Dispatcher Typist Receptionist	Tabulating Machine Operator Programmer Calculating Machine Duplicating Machine	Truck Driver	
IV Less Than H.S. Grad.	Census Taker Rural Mail Carrier Elevator Opr. Meat Cutter Ward Clerk	Stock Clerk Multigraph Opr. Messenger Boy Collector Office Boy Laundry Wkr. Sales Clerk		House to House Salesman	

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Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I B.A. or Above	Histological Illustrator	Advertising Manager	Archaeologist Architect Auto Designer Aeronautical Engineer Industrial Designer	Landscape Architect	Curator Art Editor Art Teacher	Creative Artist Painters Sculptors Designers: Stage Jewelry Ceramic Designer
II H.S. plus Technical	Recreat. Therapist	Art Appriaser Commercial Artist Floral Designer Jewelry Store Manager Art Dealer	Draftsman Die Designer Etcher, Hand Photoengraver Wood Engraver Architectural Modeler Delineator		Art Librarian	Advertising Lay-Out Designers: Clothing Millinery Textile Interior Decorator Greeting Card Illustrator
III H.S. Graduate	Caterer Cake Decorator Child Day Care Tailor	Art Auctioneer Buyer of Art Goods Sign Painter	Bookbinder Glass Blower Jewelers Lithographer Sign Painter Bricklayer Dup. Mach. Upholsterer			Sign Painter Draper Illustrators Photographer Cartoonist Mannequin Colorer Hand Grainer Copy Writer Model
IV Less than H.S. Graduate	Wardrobe Mistress Art Gallery Guard	Stone Carver Gift Wrapper		Landscape Gardener		Animator Artist Show Card Writer Plaque Maker Craft Worker

67/68

Levels	Service	Business Clerical & Sales	Science & Technology	Outdoor	General Cultural	Arts & Entertainment
I B.A. or Above	Diplomat Curator Missionary	Tour Conduc. Commercial Attache Branch Mgr. Airways Corp.	Translator of Tech. Writings Physician Nurse Engineer Geologist Archaelolgist Architect Pharmacist		College Lang. Teacher Writer, Foreign Lang. Paper Foreign Corres. H.S. Lang. Teach.	Opera Singer Critic Actor
II H.S. Plus Technical	Language Lib. Stewardess Receptionist	Dealer, For. Lang. Books Secre.-Biling. Travel Bur. Mgr. Foreign Serv. Worker Fashion Buyer	Wireless Oper. Researcher		Broadcaster	Art Collector
III H.S. Graduate	Interpreter Translator Customs Ins. Immigration Insp. Traveling Companion Airline Steward	Foreign Clerk Foreign Collection Clerk Exporter Importer Air Tick. Ag. Library Asst.		Policeman		
IV Less than H.S. Grad.	Hotel Worker	Hotel Clerk Armed Forces Merchant Marine Info. Aide Courier		Taxi Driver		

69/70

Levels	Service	Business Clerical & Sales	Science & Technology	Outdoor	General Cultural	Arts & Entertainment
I B.A. or Above	Homemaker	Home Demonstration Agt. Journalism Inst. Mgr. Test Kitchen Worker Exten. Serv. Spec.	Dietitian Food Chemist Research Worker Registered Nurse		Homemaker College Teacher Home Economics Tchr. Occupational Thera. Youth Grp. Advisor Public Health	
II H.S. plus Technical	Homemaker Cook Chef Pract. Nurse	Food Salesman	Meat & Dairy Insp.		Homemaker	Fashion Deisgner Textile Designer Interior Decorator
III H.S. Graduate	Food Serv. Wkr. Tailor Child Day Cr Homemaker Barber Caterer Head Waiter		Dressmaker Tailor Upholsterer Candy Maker Baker		Homemaker	Cake Decorator Bon Bon Maker
IV Less than H.S. Grad.	Homemaker Butler Cook Nursemaid Bus Boy Chambermaid Wardrobe Mis. Waitress Nurses Aid Dishwasher Domestic Help	Comparison Shopper Laundry Worker	Butcher Dry Cleaner Hands Garment Insp. Garment Mkr. Sewing Mach. Opr.		Homemaker	Hand Embroiderer

7/12/72

Levels	Service	Business Clerical & Sales	Science & Technology	Outdoor	General Culture	Arts & Entertainment
I B.A. or Above		Sales Engineer	Engineer: Mechanical Electrical Aeronautical Air. Cond. Automotive Ceramic Civil Indust. Chem.		Editor of Indus. Pub. Reporter of Indus. Pub. Teacher of Indus. Pub. Writer of Indus. Pub.	
II H.S. plus Technical	Radio & TV Rprman	Contractor Bldg. Trades Comm. Art	Tool & Die Maker Iron Wkr. Technician Factory Frman Boiler Insp. Draftsman		Vocational Instructor Printer	
III H.S. Graduate	Auto Mechn. Custodian Floor Cvrer	Telephone Insp. Sign Pntr. Stock Clk Vending Mach. Mech.	Dk Rm Tech Foundry Wkr Lineman Locksmith Oprtg Eng. Welder Chem. Opr. Machinist Arpln Mech Boilermkr Bricklayer Carpenter Photoengraver Air Cond.& Refrig.Mech.	Crane Opr. Lineman Oprtg.Eng. Optical Tech. Roofer	Linotype Oper. Compositor	Photographer Sign Painter
IV Less than H.S. Grad.	Bus Driver Chauffer Truck Dr. Custodian Bldg. Clnr Mntnc. Man	Multigraph Opr.	Assembler Brake Adjstr Leather Wkr Airplane Clnr Blaster Auto Get-Ready Man	Lumber Insp. Tractor Dr. Statnry Eng.		Photo Technician

73/74

Levels	Service	Business Clerical & Sales	Science & Technology	Outdoor	General Culture	Arts and Entertainment
I B.A. or Above	Corp. Stmt Analyst Reorg. Adv. Tax Exprt Mktg Expt Psycometrist Reg. Nurse	Invstmt Adv. Banker System Analyst Comp. Pgrmr Econometrician Bursar Accountant Statistician	Astronomer Physicist Mathematcn Engineer: Electrical etc. Research Sanitarian	Navigtn Civil Eng.	Economist Teacher-Math Socio-mtrcn	Architect
II H.S. plus Technical	Tax Collctr Airplane Insp. Cook Chef	Com'l Art Cr. Mgr. Jr. Accnt Appraiser Auditor Bank Exam. Office Mgr. Sales Mgr.	Contractr Draftsman Tool Dsgnr Optometrist Lab Asst.	Surveyor Construction Eng.		Motion Pctrs (Audio)
III H.S. Graduate	Assessor Actuarial Ast. City Bus Dr. Custodian Dent.Asst. Floor Cvr. Tel Opr. Waitress	Clk Typst File Clk Florist Clerks: Food Groc. Hotel Ins. Stock Sign Painter Vend Mach Mech Cashier Bkkpr Teller	Iron Wkr Lineman Locksmith Opr. Eng. Pipefttr Const. Sanitarian Aide Upholsterer Welder Toolmaker Air Cond. & Refrig. Mch. Baker	Boilermkr Bricklayer Calc. Mach Carpenter Cert. Lab. Tech Chem. Op. Cont. Rm Tech Dk Rm Tech Dent. Hyg. Driver, Salesman		Copy Writer Musician Sign Painter
IV Less than H.S. Graduate	Machine Mail Car. Mt. Cutter Plceman Post. Clk	Cd Pnch Opr. Comp. Mach Opr. Sales Clk	Animal Caretaker Auto Get Ready Man Plaster			

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Levels	Service	Business Clerical & Sales	Science & Technology	Outdoor	General Cultural	Arts & Entertainment
I B.A. or Above		Impressario Music Str. Mgr.			College Msc. Tchr.	Composer Chorus Master Conductor Choir Master Music Critic Concert Master Opera Singer Orchestrator
II H.S. Plus Technical		Salesman, Music and Musical Instruments			Music Tchr. Private	Arranger Music Librarian Organist Pianist Violinist Accompanist
III H.S. Graduate	Child Day Care Recreat. Therapist	Sales Clk, Music Str.	Musical Inst. Rprmn. Organ Tuner Piano Rprmn. Piano Strngr Piano Tuner Violin Mkr. Violin Rprmn			Instrument Musician Model
IV Less than H.S. Grad.						Stage Hands

77/78

Levels	Service	Business Clerical & Sales	Science & Technology	Outdoor	General Cultural	Arts & Entertainment
I B.A. or Above	School Nrs. Camp Drtr Comm Rec Ldr Health Ed Ldr Plygrnd Dir. Athletic Trnr		Phys. Therpst Research Psysiolgcl San. Engr. Rec. Therpst Occ. Therpst Hosp. Rehab.	Park Sprvsr	Teacher, Phys Ed Sports Colmnst Sports Editor Sports Anncr	College Athletic Coach H.S. Ath. Coach Sports Cartoonist
II H.S. plus Technical	Playgrnd Wkr.	Sportng Gds. Str. Str. Mgr. Salesman	Golf Club Maker			Aerialist Coreographr Dancer Dancing Master Prof. Athlete
III H.S. Graduate	Comm. Ctr. Wkr. Ath. Mgr. Time Kpr Umpire Golf Crs. Rngr. Lifeguard Masseur Referee Camp Cnslr			Greens Keeper		
IV Less Than H.S. Grad.	Caddie Attndt: Swimming Pool Recreatn Facility Tennis Crt. Golf Club			Hunting and Fishing Guide		

79/80

Levels	Service	Business Clerical & Sales	Science & Technology	Outdoor	General Cultural	Arts & Entertainment
I B.A. or Above	Occuptnl. Therpst. Psychologst Psychiatrst Dieticn Reg. Nurse	Sales Eng. Mfg. Elec. Equipment	Anthropologst Chemist Med. Tech. Astronautic Eng. Physicist Engineer Mathematician Physician Biologist Botanist Vet Pharmacist Nurse Dentist Chiropractor	Agronomst Wldlf. Spec. Range Mgmnt Spec. Horticltrst Cty, Agt. Landscape Architect	Curator Sci. Tchr. Phy.Ed.Tchr	
II H.S. plus Technical	Mortician Prac. Nrs.	Pharm. Slsm. Med. Secy Chem. Secy Salsm, Sci. Supplies & Equip. Florist	Data Proc. Tech. Data Progmr Electrocard Inhal. Therap. Lineman Pipefitter Con. Radiologic Tech. Dentl. Tech. Dentl. Hyg. Optometrist Med. Tech. Prac. Nurse Chem. Oper.	Floricul-turst Nurserymn Tree Surg. Fish Culturst Soil Conservn Const. Tech.		Botanical Artist
III H.S. Graduate	Masseur Barber Dent. Hyg. Food Serv. Wkr. Hosp. Ord. Nurse Aide Phy. Therap.	Libry. Asst. Med. Librn.	Drk Rm. Tech. Encephal. Sanit. Aide Taxidermst Dry Clnr. Lab Tech. Baker	Landscape Gardener Poultryman Truck Gardnr. Apiarist		
IV Less than H.S.	Beauty Opr.		Vet. Hosp. Att. Zoo Cartkr Nurse Aide	Lumber Insp. Nursery Emp.		Animal Trainer Photo. Tech.

8/1/82

Levels	Service	Business Clerical & Sales	Science & Technology	Outdoor	General Cultural	Arts & Entertainment
I B.A. or Above	Social Wkr. Psychologst F.B.I. AGT. Counselor YMCA Secy. Clergyman	Gov't Official Indus. Execu. Economist Mkt. Analyst Buyers Arbitrator	Archaeologist Paleontolgst Anthropolgst Sanitarian		Judges Lawyers Philogst Editor Sociolgst News Cmmntr Reporter Librarian	Museum Curators Historian (Dramatic Arts)
II H.S. plus Technical	Police Sgt. Detective Sheriff Employ. Intviewer Prac Nurse	Union Offcl Bank Teller Salesman Wholesaler Retailer	Radiologic Tech.		Justice of the Peace Law Clk Radio Ancr.	Tour Conductor Travel Bureau Direc. Cartoonist
III H.S. Graduate	Rec. Therpst. Policemen Religious Wkrs. Bus Drvrs Child Day Care Dent. Asst. Firemen Phy.Therpst	Floor Walkers Intvewrs (poll) House Canvsrs. and Agents Food Clk (Gro)	Control Rm. Tech.		Library Asst.	Museum Guide
IV Less than H.S. Grad.	Train Porters Taxi Drvrs Bellhops Elev. Opr. Usher Dishwshr	Peddlers Newspaper Boy	Prosthetic		Library Page Copy Boy	

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APPENDIX H: TEACHER NOTIFICATION OF AVAILABLE MATERIAL

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

TO: _____

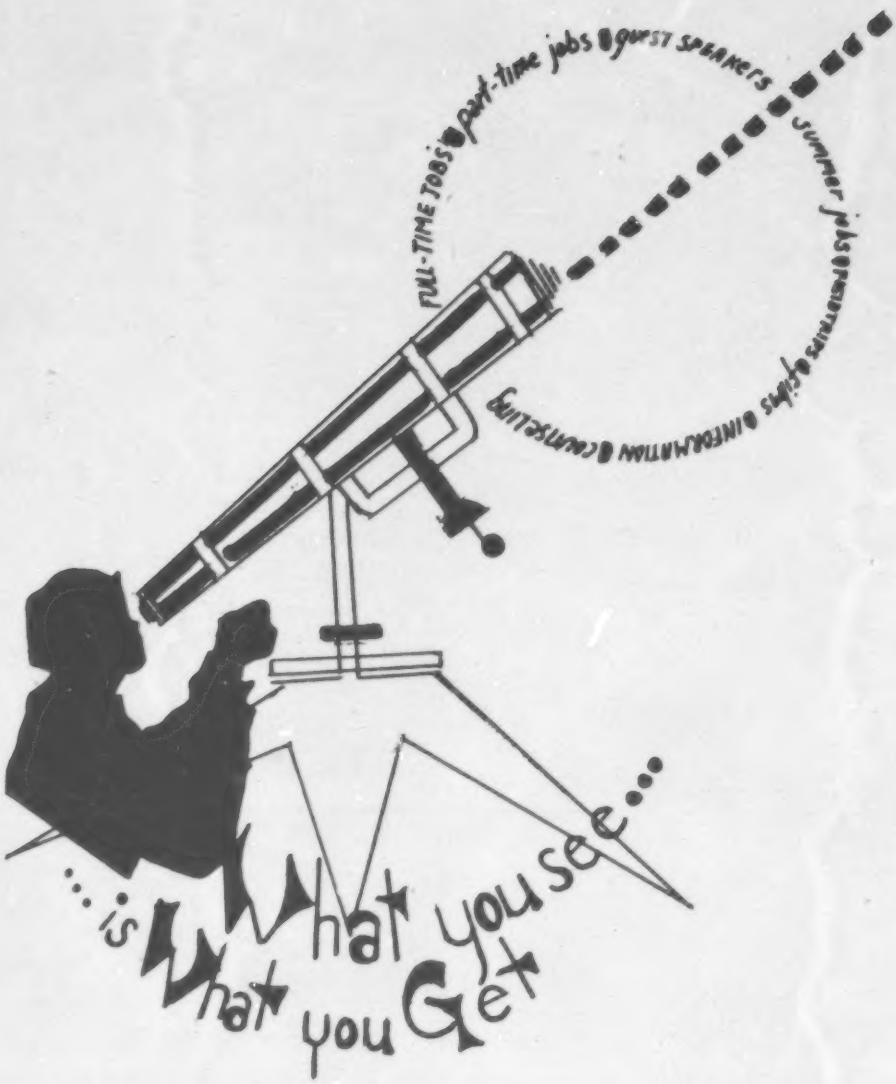
FROM: R.E. Sullivan

RE: Career-oriented material that could be used in your class.

The following material is available for classroom use from the Career Resource Center:

It will only be available until _____.
If you would like to use it, please make arrangements through the Career Resource Center.

APPENDIX I: EXPLANATORY FLYER FOR STUDENTS



C A R E E R R E S O U R C E C E N T E R

Dear Student,

By now you might have already seen or visited the Career Resource Center located across from the Nurse's Office. The purpose of the Center is to help you with one of the most difficult decisions you will have to make.

There are two major services you can expect from the Career Resource Center -- career information and job placement.

CAREER INFORMATION

Although the Center is a relatively small room, there is a great deal of helpful information there. The information is in many forms:

1. Printed material in books, pamphlets, and brochures which may be borrowed overnight.

2. Microfiche (very much like microfilm) which is read with a special reading machine. There is also a printer which will make copies of the material for you.

3. Filmstrips that are explained by records and cassettes when placed on the appropriate machine.

4. Films on various careers which will be shown during the year.

There are also kits in the Center which will suggest some occupations to explore. Therefore you do not have to have a particular occupation in mind in order to come into the Career Resource Center. I will be glad to talk with you and try to help you in your search for an interesting and rewarding career.

In addition to having a supply of career information the Center plans to have a guest speaker come to the high school to talk about his/her career(s). It is also possible that some field trips will be taken to business and industry.

JOB PLACEMENT

Since a part-time or summer job experience can be a help in preparing for your eventual career, the Center will try to place you in an appropriate job. Seniors and former students will be assisted in locating appropriate full-time jobs. In order to be considered for any kind of job, you must fill out a registration card and have it on file in the CRC.

You may use the Center anytime during the school day or after school. No appointments are necessary.

Robert E. Sullivan
Career Education Counselor

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P.S. A special thanks to Gail Milincluk for designing the cover of this leaflet.

APPENDIX J: OUTLINE FOR EXPLORING A CAREER

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

FACTS TO KNOW ABOUT A JOB

1. Outlook
   a. Is there a demand today?
   b. Is an increase or decrease expected?

2. Nature of Work
   a. What is a typical day?
   b. Important responsibilities?
   c. Less glamorous details?
   d. Physical demands?

3. Work Environment
   a. Surroundings?
   b. Exposed to any unusual conditions?

4. Qualifications
   a. Age?
   b. Sex - predominance of males or females?
   c. Physical?
   d. Aptitudes?
   e. Interests?
   f. License or Certificate?

5. Unions
   a. Requirements for entrance?

6. Preparation
   a. What is required?
   b. What is desired?
   c. Cost?
   d. Can a list of approved schools be obtained?
   e. If professional school is needed, what kind of high school or college program should precede?
   f. Apprenticeship or on-the-job training?
   g. Is experience a requirement?

7. Entrance
   a. How to get first job?
   b. Examinations?

8. Advancement
   a. To what can one advance?
   b. What proportion of workers advance?
   c. After how long and after what additional preparation?

9. Earnings
   a. Average starting salary?
   b. Average salary after 5 years?
   c. Earnings higher or lower in certain parts of the country?

10. Distribution of Workers
   a. Can occupation be practiced anywhere?
   b. Majority employed by private industry, government or other organizations?

11. Advantages and Disadvantages
   a. What is liked best and disliked most?
   b. Regular hours and work week?
   c. Vacations and fringe benefits?
   d. Steady, seasonal, or irregular employment?
   e. Can skills be transferred to other occupations?
   f. Compared to other occupations that require the same level of ability and training, in what ways is this one more or less attractive?

Source: OCCUPATIONAL INFORMATION. Hoppock, Robert. McGraw-Hill Book Co., New York, N.Y. 1971.

APPENDIX K: STUDENT NOTIFICATION OF GUEST SPEAKER

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

Homeroom: _____

To: _____

From: R. E. Sullivan, Career Resource Center

On a recent survey you indicated you were interested in learning about a career in _____.

A guest speaker is scheduled to come in and discuss this career with interested students.

If you would like to talk with this individual stop in the Career Resource Center and leave your name as soon as possible.

The session will be recorded for thos who are unable to attend the program at the scheduled time.

If you have any questions stop in the Career Resource Center.

APPENDIX L: PASS TO ATTEND CAREER CONFERENCE

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

TO: _____

FROM: R. E. Sullivan, Career Resource Center

The Career conference on _____
for which you registered is going to be held on _____
_____ at _____ in _____.

Please be prompt.

This notice will serve as a pass should you have a class scheduled for this time. Try to show it to the teacher before the actual time of the conference.

If you have any questions, please see me as soon as possible.

APPENDIX M: EVALUATION OF OCCUPATIONAL INFORMATION

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

NAME_____ GRADE_____
(not necessary)

DATE_____

1. Occupation that was read about:_____

2. The information was written by:_____

3. The information was found in: (Please circle one)

   a. File Cabinet
   b. Microfiche
   c. Largo Kit
   d. Book_____
      (Title)
   e. Other_____

4. The information read was: (Circle one)

   Not helpful Helpful Very Helpful

5. The information read was: (Circle one)

   Not Interesting Interesting Very Interesting

6. Do you plan to discuss this occupational information with anyone?

   Yes_____ No_____

   Parent_____ Teacher_____ Counselor_____ Friend_____

7. Was there anything you wanted to know about the occupation but weren't able to find?

   Yes_____ No_____

   If so, what was it?_____

   _____

   _____

   _____

APPENDIX N

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

MULTI-MEDIA EVALUATION

NAME_____ GRADE_____
(not necessary)

DATE_____ HOMEROOM_____

1. Title of audio-visual material:_____

2. Author of material:_____

3. Type of audio-visual material: (Please circle one)

a. Film	d. Sound filmstrip
b. Filmstrip	e. Slides
c. Cassette or tape	f. Video-tape
	g. Other_____

4. Class where material was presented:

Name of course_____

Name of teacher_____

Period_____ Room_____

5. The presentation was: (Please circle one)

Not Interesting Interesting Very Interesting

6. For the purpose of learning about careers, the presentation was:

Not Helpful Helpful Very Helpful

7. Do you plan to discuss any part of the presentation with anyone?

Yes_____ No_____

Parent_____ Counselor_____ Teacher_____ Friend_____

8. Was there anything you felt should have been included in the presentation that wasn't?

   Yes_____ No_____

   If so, what was it?_____

   _____

   _____

9. Additional Comments:_____

   _____

   _____

APPENDIX O

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

SPEAKER EVALUATION

NAME_____ GRADE_____
(not necessary)

DATE_____ HOMEROOM_____

1. Name of speaker:_____

2. Topic of speaker's presentation:_____

3. Class where presentation was made:

   Name of course_____

   Name of teacher_____

   Period_____ Room_____

4. The presentation was: (Please circle one)

   Not interesting Interesting Very Intéresting

5. For the purpose of learning about careers, the speaker's presentation was:

   Not helpful Helpful Very helpful

6. Do you plan to discuss any part of the speaker's presentation with anyone?

   Yes_____ No_____

   Parent_____ Teacher_____ Counselor_____ Friend_____

7. Was there anything you felt should have been included and wasn't?

   Yes_____ No_____

   If so, what was it?_____

   _____

   _____

8. Additional comments:_____

APPENDIX P: FIELD TRIP EVALUATION

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

NAME_____ DATE_____
(not necessary)

GRADE_____ HOMEROOM_____

DATE OF FIELD TRIP_____

FIELD TRIP SITE_____

1. Did the field trip help you learn something about an occupation? (Circle one please)

   Very helpful Helpful Not Helpful

2. Was the field trip an interesting way of presenting occupational information? (Circle one please)

   Very interesting Interesting Not interesting

3. Do you plan to discuss anything you might have learned on the field trip with anyone?

   Yes_____ No_____

   If so, check the person or persons.

   Parent_____ Teacher_____ Friend_____ Counselor_____

4. Is there anything about the field trip you think should have been done differently?

   Yes_____ No_____

   If so, please explain_____

   _____

   _____

5. Additional comments_____

   _____

   _____

Appendix

PAGE 3 OF THIS DOCUMENT WAS REMOVED PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE IT WOULD NOT REPRODUCE IN MICROFICHE.

APPENDIX R: JOB OPENING CARD

___ Full-Time ___ Part-Time ___ Summer

_____ / ____ / ____
Date

JOB OPENING

Employer: .....

Address: .....

Person Reporting Opening: .....

Person to Contact: ..... Times to Contact: .....

Telephone No..... Job Title: ..... Rate of Pay: .....

Work Schedule: .....

Job Description: .....

Comments: .....

.....

ACTION

.....

.....

.....

.....

.....

APPENDIX S: JOB PLACEMENT REGISTRATION NOTICE

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER

JOB PLACEMENT REGISTRATION

Dear Registrant,

You are now registered for employment with the Caree Resource Center. If at any time there are any changes in your school schedule, home address, telephone number, type of job desired, or hours you can work which are recorded on your registration card, be sure to notify the Center of the change immediately. This will enable us to provide you with a more effective placement service.

Robert E. Sullivan
Coordinator

APPENDIX T: EMPLOYER INTRODUCTION

EAST BRUNSWICK HIGH SCHOOL
CRANBURY ROAD
EAST BRUNSWICK, NEW JERSEY

CAREER RESOURCE CENTER 257-8300 Ext. 229

Date_____

Dear_____

This is to introduce_____

who is an applicant for the position of_____.

Please notify me by phone of your decision.

_____
Robert E. Sullivan
Coordinator

REMINDER: Employees who are not eighteen years old need working papers.

APPENDIX U: JOB INTERVIEW TIPS

FIRST IMPRESSIONS ARE LASTING

Dear Job Seeker,

The above slogan is very true, particularly where a job interview is concerned. As soon as you enter the room, the interviewer begins to form impressions of you in terms of your effectiveness on a particular job or within his business or industry.

Observing the following hints could result in a successful interview and, in turn, getting the job you want:

1. MADE A GOOD APPEARANCE -- be properly dressed, have good posture and display pleasant manners. Even though schools no longer have strict dress codes, the business world DOES pay close attention to your attire.

2. Be prepared with pen or pencil to complete any forms.

3. Do not chew gum.

4. Remember the basic rules of good grooming.

5. If possible, locate the office where the interview will take place before the day of the interview.

6. On the day of the interview, give yourself enough time to make it even if something unexpected slows you down.

7. Arrive for the interview about ten minutes before the scheduled time.

8. Do not bring anyone to the interview with you.

9. THINK AHEAD -- Try to anticipate some of the questions you might be asked:

   a. your telephone number
   b. your health
   c. your grades in school
   d. your social security number
   e. your past employment (name and address of employer kind of job you held, rate of pay, date started, and date finished)
   f. your hobbies

g. your use of leisure time
h. your activities in school
i. your activities in the community
j. your knowledge of the job you want
k. your knowledge of the firm

IMPORTANT REMINDER

You are being referred to an employer for a job interview. Be sure to report back to the Career Resource Center the following school day to tell about the results of your interview. This means to report back whether or not you get the job. Future job recommendations for you depend on your fulfilling this simple responsibility.

Good Luck!!

R. E. Sullivan

APPENDIX V: EMPLOYEE RESPONSIBILITIES NOTICE

EAST BRUNSWICK HIGH SCHOOL CAREER RESOURCE CENTER

EMPLOYEE RESPONSIBILITIES

Dear Employee,

You have been placed on a job through the Career Resource Center's Placement Service. You have assumed a responsibility, not only for yourself, but for your school and the Career Resource Center. Every effort should be made to be an efficient and loyal employee while, at the same time, maintaining a satisfactory school record. Your school progress will be checked each marking period and you will be called in for a conference if it appears you're having difficulty maintaining your school record. Each month your employer will be asked to complete an evaluation form. This will enable me to keep track of your progress.

BE SURE your employer is notified immediately if you cannot report for work at any time. If you have any problems at your job (for example, questions relative to whether you should leave a job, getting along with other employees or employer, etc.), see me as soon as you can. If you intend to leave your job for any reason, see be BEFORE you give your notice to your employer.

Be sure you get working papers for your new job if you are not eighteen years old.

Remember, every job well done is a recommendation for a better job.

Good luck!

Robert E. Sullivan
Coordinator

APPENDIX W: EMPLOYEE EVALUATION

EAST BRUNSWICK HIGH SCHOOL
CAREER RESOURCE CENTER
JOB PLACEMENT

DATE_____

STUDENT'S NAME_____ EMPLOYER_____

WORK EVALUATION: (place check in appropriate column opposite each quality)

Qualities	Superior	Above Average	Below Average	Unsatisfactory
Interest in Work				
Job Performance				
Attendance				
Appearance				

Remarks:_____

_____

_____

_____ _____
Signature of Evaluator Evaluator's Position

Please return to: Career Resource Center, East Brunswick High School
East Brunswick, New Jersey 08816

APPENDIX X: JOB REFERRAL ROSTER

JOB REFERRALS

DATE	NAME	GRADE	FIRM	TYPE JOB	RESULT

APPENDIX Y: PLACEMENT RECORD

EMPLOYEE PAY AND HOURS

NAME	GRADE	EMPLOYER	PAY RATE	HOURS WORKED

 END